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ABSTRACT

It is recommended that the development and implementation of all new or existing programs related to life-long learning and expansion of opportunities for non-traditional learners at Hamline University be consolidated into a single administrative unit called the Center for Academic Development. The proposed mission of the center, including philosophical and program objectives, are presented. Suggestions for the organization of the center, such as staffing, location and financial considerations, are also provided. Proposed job descriptions for the Dean of Academic Development, Coordinator of Special Programs, and Research Associate are contained in the appendix. (SPG)

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PLAN FOR THE CENTER FOR ACADEMIC DEVELOPMENT AT HAMLINE UNIVERSITY

Jack K. Johnson

Change has never been a stranger to American higher education. Since Harvard's founding in 1636, this country's colleges and universities have undergone continuous, sometimes convulsive, shifts in emphases and scope. The source of this change has almost invariably been external to the institutions themselves. Reflecting the society they serve, American colleges and universities have, in a multitude of ways, adjusted to changes in the cultural, social, economic, and political conditions which bear upon them.

The Context for Change

One such change has been a new emphasis on providing educational opportunities for all Americans. Thus, the college student of today is more likely to be older, married, employed full or part time, or to come from a disadvantaged background than was correspondingly true a decade ago. In addition, the number of "college age" 18-22 year olds is about to take a dramatic downward plunge. In the Twin City metropolitan area, for example, population projections foretell a 15 percent decline in the number of high school graduates within five years; in fifteen years that

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number will be diminished by 41 percent (Minnesota Higher Education Coordinating Board, 1977).

Clearly, the education of adults, part-time, and non-degree students will represent the "growth segment" of post-secondary education for many years to come. In fact, Census Bureau figures tell us that, nationwide, older college students already outnumber the traditional 18-22 year olds (Harrington, 1977).

These developments, particularly in the face of soaring costs, obligate Hamline to embrace a more diverse student body and to extend its educational resources to greater numbers of older, "non-traditional" students.

Fortunately, Hamline is well situated to respond to the needs of such learners. Its urban setting is a distinct plus, providing a large potential student market and exceptionally fine community resources. The recent addition of the Hamline School of Law enhances the acceptability, within and without the University, of possibly adding other professionally-related programs. The Continuing Education Program for School Staff is already an established program of growing reputation, thereby making easier an expansion of its thrust. The success of the Community College Program has demonstrated a commitment to fulfilling the needs of more "non-traditional" students. Finally, Hamline has a reputation as a sound, stable institution which emphasizes educational quality--an asset of great importance.

In short, we must strive to include more people in our learning community. This might involve further development of continuing professional education programs, not only in the field of education, but in other areas as well. Innovative courses and programs which provide personal enrichment (with or without credit) to audiences with special interests might be adopted throughout the academic year and summer. The prospect of expanding the range of evening courses or offering courses off-campus should be seriously investigated. New majors, certificate programs or graduate programs aimed at new clientele are important possibilities. Efforts to further ease non-traditional students into the undergraduate mainstream should certainly be made wherever feasible.

Broad Recommendations for Action

1. That Hamline University commit itself, in spirit and budget-wise, to the recognition that teaching adults is now a fundamental part of its overall mission. The notion that adult education is inferior or at best peripheral to educating the young must be rejected. The University cannot afford such views in light of its shrinking 18-22 year old market. This does not imply that we should diminish our emphasis on providing undergraduate liberal arts education. Rather our overall mission as an institution should be expanded. Our society is increasingly calling upon its citizens to undergo relearning. Hamline should be making more of a contribution toward meeting the needs of "the learning society." (cf. Hesburgh, Miller and Wharton, 1974).

2. That development and implementation of all new or existing programs related to life-long learning and expansion of opportunities for non-traditional learners, be consolidated into a single administrative unit to be called "The Center for Academic Development." This will help assure coordination and concentration of effort, as well as accountability. It will also give emphasis and visibility to these efforts.

3. That this office also include research and planning as part of its mission. Clearly, market and needs analyses will play an important role in program development. Moreover, such programs must be designed to be in alignment with long-range institutional objectives and planning.

Recommendations Regarding the Center for Academic Development

A. Mission

Broadly stated, the central mission of the Center for Academic Development will be to put Hamline University at the forefront among those private colleges and universities providing life-long learning for adults and continuing education students. This mission will be guided by four philosophical objectives:

(1) As a concept, life-long learning has "come of age." Life-long education should be accepted as a fundamental and valued part of the mission of Hamline University. Such a view is not only in tune with the needs of contemporary urban society, but

consistent with Hamline's need to maintain enrollment, enhance its community visibility, and generate new sources of tuition revenue.

(2) All University life-long education programs must be of the highest quality in accordance with the objectives of the learning experience they offer. Continuance and expansion of any program should depend upon demonstration of high quality, effectiveness in achieving objectives, and favorable student interest and response.

(3) To whatever extent possible, all University life-long education programs must be financially self-supporting.

(4) Hamline University has the responsibility to recognize, anticipate and assist in meeting the needs of individuals and groups not falling into the traditional 18-22 year old pattern of undergraduate education. This does not imply, however, that Hamline should attempt the impossible task of offering something for just about everybody. Programs adopted should be consistent and compatible with Hamline's overall educational mission and capabilities. They should draw wherever possible on existing institutional strengths and uniqueness.

The Center will be organized to provide for five program objectives:

(1) Administration and Development of Continuing Education Programs. Hamline University has already developed a sound and growing program of continuing education for elementary/secondary teachers and administrators. This program will be continued and, where feasible, expanded. Possible areas of expansion might include more in-service training opportunities during the regular academic year and more courses actually taught in the schools themselves (perhaps on a contractual basis with school districts).

The umbrella of continuing education at Hamline should be enlarged, however, to include other forms of adult education. Programs for designated groups of individuals who already possess a baccalaureate degree or special skills (continuing professional education) and programs which offer personal enrichment to the participant (continuing liberal education) are both suitable for development. Some such courses might be available only for non-credit, while other courses might be offered either way. Possible new avenues for continuing professional education include business management, computer science, psychology and sociology, religion, and certain aspects of the health-related fields. Courses in continuing liberal education would include specialized and general studies offerings over a wide spectrum of subjects found within the undergraduate curriculum. (The key to success in this area is to identify a target audience and to then

explore ways of serving that market. Creation of courses which sound interesting, but which do not cater to special groups or which have no way of being promoted through focused, direct-mail advertising, seldom succeed. The success of such programs as last summer's "Contemporary Therapies" series or the "Orff-Schulwerk" series can be attributed to this principle.)

Courses by newspaper are a growing phenomena nationwide, and should be seriously investigated for possible Hamline sponsorship.

(2) Administration of Summer Sessions. Summer sessions constitute a "peak season" for continuing education. Many groups, especially teachers, find summer to be the most convenient time for attending classes. As a result, summer session and continuing education offerings must be coordinated. They also require the same campus support services and marketing strategies. Centering responsibility for these two areas in one office is, therefore, both logical and practical.

Improvement of summer course offerings and management will continue to be sought. Expanding the use of Hamline's facilities in summer by outside groups will also receive attention.

(3) Development of New Degree or Certificate Programs. As a part of Hamline's search for new markets we must seriously investigate possible master's degree programs which could be mounted without substantive increases in cost and for which there is demonstrated

student interest. Of immediate concern is development of a degree which will enable teachers to use the graduate credits they earn in the continuing education program. An increasing number of school districts and graduate-degree granting universities are declining to accept our "graduate" credit because we lack such a degree. This can have serious consequences for our continuing education program.

Other master's degrees which have already been investigated to some extent include public administration, counseling, and "liberal studies."

In any event, investigation of feasibility, solicitation of faculty support, and eventual development and implementation of one or two master's programs will be a high priority of the Center. These degrees, coupled with the J.D. and B.A., will help Hamline to become a legitimate private university.

Certification programs (two possibilities are in the fields of human aging and archaeology) should also be explored and, where appropriate and feasible, developed.

(4) Expansion of Opportunities Within the Undergraduate Curriculum for Non-Traditional Learners. Greater attention can be given to serving the needs of non-traditional students -- adults, the elderly, re-entry women, minorities, the disadvantaged, and those whose personal circumstances mandate attendance on a part-time basis only. The Center should assert leadership in bringing the resources of the University to bear on meeting the special needs of

these students. This may require more evening classes, new enrollment options or options for meeting degree requirements, new procedures to evaluate and give academic credit for competence gained through previous experience, and new forms of support services, such as day care. It will probably include special coordination with the offices of admissions and community college programs.

(5) Research and Planning. Research and planning will become part of the operating lifestyle of the Center. The changing nature of society virtually requires citizens to gain new skills and intellectual orientations throughout their lives. But identification of what these needs are, and who can (and will) take advantage of Hamline programs intended to meet them, can only be accomplished with well-conceived and professionally executed research.

A related and crucial element of the research component of the Center will be evaluation of existing programs.

Finally, because the Center will be engaged in a continuous search for suitable new programs of community outreach, it must be given a central role in whatever long-range planning model is adopted by the University. The activities of the Center must match the goals and mission of Hamline. It must likewise be a catalyst for helping the University community to see new possibilities for itself and, if necessary, to shift institutional gears and modify the long-range plan.

B. Organization of the Center

1. Staffing. Effective July 1, 1978, the Center will be staffed by people filling the following positions:

Dean of Academic Development
Coordinator of Special Programs
Research Associate (CETA)
Secretary/Receptionist (Level III)

Each will be on twelve-month appointment. Some student help will also be needed. Job descriptions for the three professional positions are proposed in Appendix A.

2. Location. Selection of a location for the Center should be based on these criteria:

a. The Center must be self-contained. That is, the staff must be able to function within the same set of contiguous rooms. It must be a real Center.

b. The Center must have adequate work and storage space to accommodate sizeable mail operations. All promotional efforts, including mass mailings, direct mailings to designated groups, etc., will be handled within the Center.

c. The Center should be large enough to allow for some growth in staff. If programs develop as hoped, it will no doubt be necessary to expand the support staff beyond the level proposed here.

d. The Center should be visibly located on or immediately adjacent to the campus.

Minimally, this means the Center will require two private offices (for the dean and coordinator), a secretary and reception area, and work/storage space which is not "out front." The public areas must be attractive to visitors. Assuming the Research Associate position is funded, a third office or desk area will be needed.

3. Financial Considerations. In outlining the organization of the Center, three fundamental points need to be made with respect to budget mechanisms. First, it is intended that each

program or course not only cover its related costs, but generate net revenue for the institution. Salary contracts contingent on minimum enrollments, ambitious (but not extravagant) marketing efforts, careful course selection, and systematic budget tracking procedures will aid in this effort. As an operational goal, all direct institutional costs plus some indirect overhead costs will be fully covered in 1978-79. It is expected that by 1979-80, all indirect costs (administration/staff salaries, use of facilities, etc.) will also be covered, leaving, in addition, a sizeable real net income which can be used in support of general institutional operations.

Second, although a precise budget is designated to guide operations of the Center, significant budget flexibility must be ensured to encourage constructive experimental and developmental activities. To be specific, cost "overruns," should they occur, should not be viewed as problematic so long as the net revenue return generated by these increased expenditures also increases.

Third, although a definite market exists for life-long educational opportunities, that market is sensitive to costs and convenience. Therefore, tuition for participants in programs of life-long learning should not necessarily be equal to that charged regular undergraduates for comparable credit. As a general rule, tuition in these programs should be somewhat lower. Rates which are too high will discourage many potential enrollees while rates which are unnecessarily low

may carry with them the negative connotation of cheap or valueless credit. A tuition rate structure will eventually have to be established to cover at least four different classifications: (1) summer school; (2) adult evening school; (3) continuing education courses; (4) in-service courses taught off-campus; and (5) affiliate courses. For each of these classifications a per credit minimum dollar amount should be expected as net return to the institution for overhead. Rate structures for credit and noncredit must also be established for each classification.

Fourth, to finance initial development and operating costs of the Center, the University should seek grants from appropriate foundations.

A budget for fiscal year 1978-79 is proposed in Appendix C.

Conclusion

Many colleges and universities are developing new programs designed to meet the special needs of "non-traditional" and adult learners. Programs of life-long learning are especially likely to experience rapid growth in the years ahead. These programs are not only fulfilling an important social role, but are securing for their institutions a new clientele in the face of declining numbers of "traditional" 18-22 year old youth.

Fortunately at Hamline we have arrived at a stage in our own academic existence where most faculty and administrators also

recognize this need. A Center for Academic Development, such as described here, would play a key role in enabling the University to respond to the need with effectiveness and efficiency.

The change will not be easy. Like most other colleges, Hamline has oriented its educational system toward youth and is, at present, not well equipped to meet the needs of adults. It must also be emphasized that expanding Hamline's mission to include life-long learning will not secure for it a sure and stable future. That future will be defined by a galaxy of complex and unforeseen variables. But Hamline can, through a commitment to provide high quality programs of life-long learning, significantly enhance its prospects.

Minnesota Higher Education Coordinating Board "A Report of Secondary School Enrollment Projections in the State of Minnesota." St. Paul, Minnesota, 1977.

Harrington, F. H. The Future of Adult Education. San Francisco: Jossey-Bass, 1977, p. 1.

Hesburgh, T. M., Miller, P. A., Wharton, C. R. Jr. Patterns for Lifelong Learning. San Francisco: Jossey-Bass, 1974.

APPENDIX A: PROPOSED JOB DESCRIPTIONS

Dean of Academic Development

Under direction of the Dean of the College, the Dean of Academic Development will be administratively responsible for helping Hamline University to become a Twin Cities leader in providing life-long learning for adult and continuing education students. Specifically, the Dean of Academic Development is responsible for:

(1) Stimulating and catalyzing innovative opportunities in life-long education;

(2) The scheduling and conduct of all credit and noncredit continuing education and community-outreach courses, workshops, conferences, institutes, seminars, symposia and special events. Such programs would be designed for adults who already possess a baccalaureate degree or special skills and who seek professional improvement (continuing professional education), adults who simply seek courses and programs offering personal enrichment (continuing liberal education), and other "non-traditional" student groups, such as high school students or the elderly.

(3) Directing the University's summer session;

(4) In cooperation with academic departments and faculty committees, investigating and laying the groundwork necessary for adoption of possible new graduate degree or certification programs;

(5) Seeking deployment of ways to ease greater numbers of "non-traditional" students into the undergraduate mainstream.

(6) Cooperating with other agencies and institutions in the interest of life-long educational activities at both regional and community levels;

(7) Soliciting outside funding for life-long educational projects and programs;

(8) Undertaking research aimed at (a) assessing the educational needs of prospective adult and other non-traditional students and (b) supporting the general institutional research effort;

(9) Undertaking such other activities as may be assigned by the Dean of the College.

Coordinator of Special Programs

Under direction of the Dean of Academic Development, the Coordinator of Special Programs will assist the Dean in the general administration of the Center for Academic Development. Specific responsibilities will include:

(1) Managing the publicity and promotion of programs for adult learners, continuing education and summer session -- including mass mailings, targeted direct mailings, site distribution, correspondence, advertising and promotional copy writing/editing.

(2) In cooperation with the Registrar and Business Offices, supervising the registration, payment, and record keeping

procedures developed for the various programs for which the Center is responsible.

(3) Coordinating the resources of the University in support of special programs, conferences, and community-oriented events which are organized through the Center.

(4) Undertaking such other activities as may be assigned by the Dean.

Research Associate

The Center will seek a CETA-funded Research Associate to assist with the research phase of program development. Such a person should be grounded in social science research methods and possess good writing ability. Other helpful but less essential attributes would include experience with computer-assisted data analyses and some background in the field of education. (St. Mary's Junior College in Minneapolis recently secured CETA funding for such a person and I think we may be able to do likewise.) The Research Associate would work under direction of the Dean of Academic Development. Responsibilities would include:

(1) Assisting the Dean of Academic Development in the design and implementation of research projects which will assess market demand and promotion and program effectiveness in areas relating to the Center's mission.

(2) Preparing and writing reports which reflect research findings.

(3) Assisting the Dean of Academic Development or other University officials in research which aids in meeting general institutional needs.

(4) Undertaking such other activities as may be assigned by the Dean of Academic Development.